

| Syllabus ref. | Learning objectives | Suggested teaching activities |
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| 1.5 Case study | Know a case study of settlement and service provision in an area | <p>Learners should know a case study of settlement and service provision in an area (please ensure that the scale of the case study is appropriate – the case study area should reflect high, middle and low order settlements).</p> <p>Introduce a map of the area to show the chosen settlements – learners produce annotated sketch map to show the main features of the chosen case study area including named settlements and place-specific information. (I) Describe and explain the settlement pattern and the site of settlements in the case study region.</p> <p>Select an example of a high, medium and low order settlement in the area and for each learner:</p> <ul style="list-style-type: none"> • research population data (and change over time to indicate growth) • identify evidence from the map to suggest the function of each settlement • research how each settlement has grown over time and the reasons why • research and use map evidence to describe the service provision in each settlement (include sphere of influence and threshold populations) • explain the differences using key terminology. <p>Use all of the information to place the settlements into a hierarchy and write a report to explain the settlement and service provision of the chosen area. (I)</p> <p>The case study could be reinforced using fieldwork to compare the spheres of influence of the three chosen settlements using questionnaires or by land use mapping in each to discover the types of services present – are they mainly high, low or medium order services?</p> |
| 1.6 Urban settlements | Describe and give reasons for the characteristics of land use in urban areas | <p>Introduce Burgess model (or concentric zone model) www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_medcs_rev1.shtml – learners label diagram to show different zones. Add definitions of each zone to key word glossary.</p> <p>Introduce Central Business District (CBD) and show photographs and land use maps to learners. Mind map characteristics of the zone and explain each one – for example, high rise buildings due to high cost of land/competition for land.</p> <p>Learners use photographs of each housing zone, selected census data and land use map/OS map extracts of each housing zone to discuss the characteristics (land use and housing characteristics such as type, age, characteristics, quality, etc.) of each zone in groups – whole class discussion to confirm.</p> <p>Learners record ideas in a table and add annotation to previous diagram. Opportunity also for learners to complete labelled field sketch from selected photograph and also annotate photographs of each zone. (I)</p> <p>Learners draw a sketch of a land use transect through a typical MEDC – describe the changes with distance from the</p> |

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| | | <p>central business district (CBD). This can be used as a basis to discuss inequalities in a city and housing problems as an introduction to urban problems. (I)</p> <p>Introduce the principles to explain the different patterns of land use in a MEDC city such as cost of land, space, age of buildings, accessibility, wealth, changes in demand, etc. – set key questions for learners to respond to as a check of understanding.</p> <p>Extension activity: Learners write a description of each zone and reasons to explain the land use found there. (I)</p> <p>Also include rural-urban fringe – use a map extract (finding features using a key) to describe land uses – learners make a list and can locate using grid references. Learners explain the advantages of the rural–urban fringe location and resulting competition for land (I) – display ideas as an advert to attract new land uses to this area of the city.</p> <p>Introduce Hoyt model of urban land use – learners label diagram and explain the key differences between the Hoyt and Burgess model and the reasons for them. (I) Learners use this as a basis to work in pairs to discuss where industrial zones are found in cities and the reasons why.</p> <p>Introduce model of urban land use in a LEDC – learners label diagram and describe and suggest reasons for the key differences between the zones in a MEDC and LEDC. (I) Can be revisited in 1.7. Learners describe the key characteristics of land use zones. (I)</p> <p>Urban model MEDC: www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_medcs_rev1.shtml</p> <p>Urban model LEDC: www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_ledcs_rev1.shtml</p> <p>Fieldwork opportunity – to what extent does a local town or city (transect) match the urban models? Suggestions include: land use transect, housing type transect, age of housing, quality of housing survey, environmental quality survey, cost of houses (secondary research).</p> <p>This could also be investigated using census data to explore the socio-economic characteristics of each zone – graph results/show as choropleth maps/identify and explain trends.</p> <p>How can the central business district (CBD) be delimited – this could be investigated with ideas such as traffic counts, pedestrian counts, environmental quality surveys, building height index and cost of land (secondary data).</p> |

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| | Describe and give reasons for changes in land use in urban areas | <p>Learners use before and after photographs of a central business district (CBD) to start to identify reasons for and the changes that have taken place in CBDs. Changes could include improvements such as pedestrian zones, shopping malls, new leisure activities, improved security, use of brown field sites, etc. For each, learners write a description of the changes, explain why the change took place and explain the advantages and disadvantages they will bring – could be prompted by a card sorting activity (learners have to place cards into categories). (I)</p> <p>Learners work in pairs to mind map all of the problems of old inner city areas and share as a class to confirm. Show examples (photographs, video clips, land use maps, text) of comprehensive redevelopment and modern regeneration schemes to include: the changes that took place, why the change happened and the advantages and possible limitations of the schemes. (P)(Basic) Learners complete independent research to complement lesson information and write a newspaper article to describe and explain inner city changes. (I)</p> <p>Recap the rural–urban fringe (see: www.s-cool.co.uk/gcse/geography/settlements/revise-it/the-rural-urban-fringe) and the advantages that it offers as a whole class discussion. Learners work in groups to identify the types of new development that might take place in this zone based on the advantages of the zone such as airports, motorways, ring roads, business parks, science parks, industrial estates, out of town shopping centres and examples from previous map work activity. Discuss the costs and benefits of each – both for the rural urban fringe and other parts of the city too.</p> <p>Learners write up as headlines with short notes and photographs found from research for selected developments.</p> <p>Learners complete a decision-making activity to decide the best location for a new out-of-town shopping centre or other rural-urban fringe land use–provide a map with several sites to choose from. Once a site is chosen, learners conduct a role-play activity to investigate the impact of the chosen site. Learners write up viewpoints.</p> <p>Fieldwork opportunity: investigating the sphere of influence and impact of an out-of-town shopping centre (questionnaires, land use mapping, and pedestrian counts).</p> <p>Learners define ‘suburbanised village’. Work in pairs to give push and pull factors to explain why people move to a suburbanised village. Analyse land use maps to show change in the village over time and write up viewpoints of different groups of people to show the impact of this change.</p> <p>Define the key word ‘urban sprawl’ and update key word glossary. Learners compare maps of a city over time to describe the extent of urban sprawl. Discuss the problems that urban sprawl creates such as loss of farmland, loss of space for recreation, impact on ecosystems, creation of impermeable surfaces, division, etc. and show as a mind map. (I)</p> |
| | Explain the problems of urban areas, their | Learners produce a mind map in pairs to record their initial ideas for the causes of urban problems – pollution (air, noise, water and visual), inequality, housing issues, traffic congestion and conflicts over land use change. For each one, |

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| | causes and possible solutions | <p>learners should explain the problems that they cause.</p> <p>Link to 3.7 – describe how economic activities may pose threats to the natural environment (water, air, noise and visual pollution)</p> <p>For each one, learners independently research some general solutions and present results in a table. (I) Confirm through whole class discussion and add ideas in. Table – description of problem, causes and solutions.</p> <p>This section will mainly be delivered through the case study for 1.6. It will be appropriate to teach the case study first and then come back to this section to cover causes and solutions of urban problems not addressed through the case study. Links to 3.7 – demonstrate the need for sustainable development and management – sustainable living and sustainable transport. Learners use web page references (see: www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable_living_rev1.shtml and www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/sustainable_living_rev2.shtml) and take notes on each. Use to produce a leaflet to show what sustainable living is like. Think about where they live and make suggestions about how their village/town/city could become more sustainable. Produce a poster to show the features of sustainable living. Write a short letter to their local MP/council to explain the changes that could be made in their village/town/city to make transport more sustainable.</p> |
| 1.6 Case study | Know a case study of an urban area (including changing land use and urban sprawl) | <p>Learners should know a case study of:</p> <ul style="list-style-type: none"> • an urban area (including changing land use and urban sprawl) <p>Ensure appropriate place-specific information – such as names of areas and examples/details of specific schemes. It is appropriate to use more than one case if required.</p> <p>Locate urban area – learners produce fully annotated sketch map and describe location. (I)</p> <p>Use map extract and photographs to describe the characteristics of land use and housing in each zone including the rural urban fringe. (I)</p> <p>Learners research and identify change in each zone – produce a short presentation for peers. Peer evaluation of presentation.</p> <p>Provide census data for learners – produce choropleth maps to describe patterns of inequality. Use scatter graphs to identify relationships between data and explain. (I)</p> <p>Learners analyse photographs to identify traffic problems. Card sorting activity – matching characteristics and benefits to named traffic management schemes.</p> |

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| | | <p>Learners identify recent change in the city that may cause conflict – write up viewpoints of different groups of people about selected developments – for example, a named out-of-town shopping centre, inner city redevelopment, traffic scheme or bypass development, etc. (I) Teacher to provide appropriate stimulus material. Include urban sprawl and the impacts on people and the environment such as loss of farmland, recreation land, air pollution, habitat loss, etc.</p> <p>Extension activity: Learners research and write a leaflet for local residents to explain the housing problems they are facing and the proposed solutions (of a named scheme) – learners may work in small groups but each learner should have a copy of the leaflet for revision.</p> <p>Learners research causes of air, noise, water and visual pollution in the city and solutions to each. Write up as a newspaper article.</p> <p style="background-color: #f9e79f; padding: 5px;">Fieldwork opportunity: some of this case study could be investigated by local fieldwork and also by using appropriate secondary data about the case study urban area.</p> |
| 1.7 Urbanisation | Identify and suggest reasons for rapid urban growth | <p>Define the key word ‘urbanisation’ and add to key word glossary (see: www.s-cool.co.uk/gcse/geography/settlements/revise-it/urbanisation). Learners describe graphs to show urbanisation in selected countries – describe MEDCs and LEDCs trends and explain the differences between the rates of growth in each. Learners are provided with a map (or plot cities onto a map using an atlas) to locate the top ten cities in the world today. Define ‘millionaire city’, describe ‘distribution’ and how the distribution has changed over time (compare with previous map). (I)</p> <p>Whole class discussion – reasons for urbanisation in MEDCs and LEDCs – learners take notes and use to introduce rural to urban migration.</p> <p>Recap internal migration and rural to urban migration and check understanding of key words. Introduce case study rural area – learner produces sketch map and describes location. Provide statistics about population change and migration – learners draw graphs and describe. (I)</p> <p>Learners complete a mystery to understand why a migrant has left their home in a rural area and moved to a city – use this as part of the case study for this section by naming areas and making information place-specific. Learners solve the mystery and explain the push and pull factors involved. Classify into physical, economic and social factors and write up as a table. Learners can consolidate by writing short diary entries for the migrants explaining their reasons for leaving.</p> <p>Provide photographs or video clips to reinforce. (I)</p> |